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ABSTRACT

The adult basic education (ABE) program at Nicolet Area Technical College (NATC) evaluated its training and development (T&D) process for new basic education instructors. The study gathered monitoring and screening criteria that addressed valuable components for use in an instrument for validating effectiveness of the ABE program (T&D) process. The study determined that a discrepancy existed between the established criteria for excellent T&D programs and the programs being evaluated. These five procedures were used to complete the project: literature review; establishment of criteria to include in the evaluation instrument used to evaluate the current T&D program; evaluation committee meetings to collect data related to components of the current staff T&D process; establishment of the evaluation instrument for the ABE orientation process; and analysis of the value placed on current training practices in the ABE program process. A T&D evaluation instrument was implemented to compare current program practices at NATC's ABE program to established benchmark components in effective staff T&D programs. NATC's ABE program was found not to have an effective T&D process for its staff. (Appendixes include ABE T&D committee, ABE T&D process at NATC, and the T&D evaluation instrument. Contains 12 references.) (YLB)

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AN EVALUATION OF THE EMPLOYEE TRAINING AND DEVELOPMENT PROCESS FOR NICOLET AREA TECHNICAL COLLEGE'S BASIC EDUCATION PROGRAM

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Abstract of a practicum presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

AN EVALUATION OF THE EMPLOYEE TRAINING AND DEVELOPMENT PROCESS FOR NICOLET AREA TECHNICAL COLLEGE'S BASIC EDUCATION PROGRAM

By

Luis C. Karl

May, 2000

The problem in this evaluation study was that the Adult Basic Education (ABE) program at Nicolet Area Technical College needed to conduct an evaluation of its training and development process. The purpose of the study was to gather monitoring and screening criteria that addressed valuable components to be used in an effective instrument for validating the effectiveness of the ABE program training and development process.

There was one research question for this study. "Compared to established criteria for excellent staff training and development programs, what strengths and weaknesses exist in the current training and development process for Basic Education staff at NATC?" A study was conducted to establish a staff training and development evaluation instrument that was used to collect data that enabled judgments to be

made about the ABE program's current training and development effectiveness.

The study resulted in the establishment of a training and development evaluation instrument that was implemented to compare current program practices at NATC's ABE program to established benchmark components in effective staff training and development programs. It was concluded that NATC's ABE program did not have an effective training and development process for its staff, as compared to benchmark criteria. It was recommended that data gathered from the study be used to establish an effective training and development program for all staff in the ABE program. It was further recommended that the evaluation instrument be disseminated to the entire institution for implementation consideration.

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Chapter 1

INTRODUCTION

Nicolet Area Technical College (NATC) is one of 16 technical colleges that comprise the Wisconsin Technical College System (WTCS), a vocational education system that has been in existence for over 75 years. It is a public community college serving northern Wisconsin from its main campus just south of Rhinelander, to its Lakeland Campus in Minocqua, and seven other outreach learning centers within the district. No other post secondary institutions occupy the same geographic area. The next closest community college is located 65 miles south of Rhinelander. The college offers one and two year occupational diplomas and degrees, liberal arts transfer studies, a comprehensive adult education program (Basic Education), customized training and technical assistance for business and industry, apprenticeship training, and an alternative educational program for at-risk high school students.

Nature of the Problem

Federal legislation has clearly shown the need for community colleges to develop partnerships with community-based organizations, business, industry, and local job centers. This need is punctuated with the caveats that grant funding for basic education programs in community colleges is contingent upon these partnerships. Partnerships cannot be instantly created between the local colleges and the community. Training and development programs that prepare

employees for interactive partnerships must be a part of staff human resource orientation.

Human resources are NATC's most important asset. Nicolet College has the human resources necessary for building and sustaining a quality educational environment for fulfilling its mission and purposes. In fact, the review of files and the results of surveys indicate that NATC maintains a highly qualified staff with diverse occupational experiences and rich educational backgrounds. Human resources include students, faculty, support staff, facilities staff, and administrators. Additional survey reviews indicate that the college needs an employee training and development process (NATC, 1994). This survey included responses regarding functional areas of NATC's adult basic education program. It has been speculated that NATC has an ineffective program for training and developing new staff and that may include the basic education program. There is no evidence to determine if the current staff development process is effective in meeting the needs of the program.

Purpose of the Study

The purpose of this study was to evaluate the staff training and development process for new Basic Education instructors. An evaluation of the current staff development process may result in a recommendation to improve the new staff development process, to enhance instructor effectiveness in the program and their understanding of the college's mission, vision, and values.

Significance to the Institution

The college's adult basic education (B.E.) program serves over 1,000 students, annually. Seven of the outreach centers are staffed by individual instructors who are expected to deliver basic education services that are consistent with service delivery on the main campus. The annual cost of program operation is approximately $0.5 million, over half of which is provided through grant funding (NATC, 1997). The B.E. program generates approximately 12% of the full time equivalent (FTE) funding for the college. Approximately 40% of the institution's students have had some experience with adult basic education.

The Workforce Investment Act of 1998 contains language that requires adult basic education grant recipients to demonstrate educational activities that collaborate with local job centers and community-based organizations (WIA, 1998).

Nicolet Area Technical College is a recipient of numerous grants that must respond to the Federal legislation. Accuracy in reporting collected data and serving students according to funding priorities is essential to continued grant funding for program operation and requires extensive training and follow-up reinforcement for B.E. staff. Training and development, provided at the onset of employment, is essential to understanding the mission, vision, and values of the program and the necessity of appropriate program operation.

Research Question

There was one research question for this study. "Compared to established criteria for excellent staff training and development programs, what strengths and weaknesses exist in the current training and development process for Basic Education staff at NATC?"

Definition of Terms

Basic Education (B.E.). Basic education is a term that encompasses adult basic skills education. Basic education, in the WTCS, encompasses all instructional content below the post-secondary level, including preparation for post-secondary education and remedial education for college students, whose basic skill level is below the grade equivalent of 12.9, English as a Second Language (ESL), and career planning/employability skills education.

Client Reporting System (CRS). Under the United States Department of Education (ED) and the Wisconsin Technical College System Board (WTCSB), guidelines are established to implement requirements pertaining to payroll records and student enrollment. Program operation cost is documented through specific program codes.

Full-time Equivalent (FTE). Full-time equivalent is a formula used to calculate the cost of instructing students through the accumulation of one course credit. Thirty course credits equal one FTE. The institution counts the unduplicated number of enrolled students during a fiscal year (July 1 through June 30) that generate course credits. The cost of instructor salary, divided by the number

of FTEs generated may be used to determine the cost per student.

New Staff. New staff are newly-hired part-time and full-time instructors teaching adult basic education courses at outreach and main campus learning centers.

Orientation. Orientation is the process of familiarizing new employees with basic education program procedures, policies, and methods of serving students.

Training and development. Training and development of staff is the extension of staff orientation to include specific task performance expertise education while on-the-job. The focus is on individual empowerment that includes human resource development and cohesive team-building. Staff development includes extended course work that enhances expertise in assigned roles, while providing resources for staff to build a sense of community, and assist organizations to address their needs and concerns and realize the vision.

Chapter 2

REVIEW OF THE LITERATURE

Training and development of new employees, leading to effective leadership, is a highly-valued investment in colleges and universities, as well as in business and industry. To be effective, the best training process that a human resource department can devise requires support and accountability mechanisms and the endorsement of organizational leaders (Clark, & Clark, 1996).

Present Status of the Topic

The global community evolution has increased the need for organizations to be effective in their competitiveness with neighbor businesses and those from foreign countries. Employees must be trained and developed to interact effectively with colleagues and external stakeholders to the organization. Few individuals spend the workday in isolated tasks. Employees need to be a part of a work environment that is team-based and fosters cooperation and mutual support. Satisfaction in the workplace is also dependent upon successful group productivity. Training and development that allows new employees to become part of the team focus may lead to increased group leadership and effectiveness in the organization (Triad Development, 1998).

Benchmark Studies

The National Association of College and University Business Officers have initiated efforts in developing a new employee orientation program. In Human Resource Practices for Small Colleges,

Zink (1992, pp. 139-143) outlines a plan that includes employment office briefing where details of salary, job duties, fringe benefits and payroll services are shared. In a more formal series of training sessions the new employee participates in specific training for job success. Preschedule follow-up sessions are designed to give feedback to the new employee on their orientation progress.

Orientation is supplemented by presentations on a review of the organization's mission, practices, and perspectives shared by management on the benefits of being a part of the organization. Other areas for exploration include the college's strategic plan and the new employee's role in the success of the plan; future prospects of the college; why it is important to be an excellent employee; and other motivational topics that begin to promote institutional pride.

Professional training and development businesses have prepared excellent programs for training employees in a variety of skilled areas. Smith Training and Development (1999) recommends customized curriculum design and development for employees. Smith's premise is that training and development of human resources is a difficult task. With more and more organizations downsizing, it is more important than ever that the resources expended on employee training and development provide the greatest return on investment possible. Smith customizes every training program to meet the specific organizational and behavioral needs of the organization based on the many variables that impact delivery of the product (Smith Training and Development (1999).

Smith's first step in the training and development process is to perform a thorough analysis of the actual training need. The training needs assessment is conducted utilizing a variety of data collection techniques. The results of the training needs assessment will establish the foundation for developing the desired learning outcomes and behavioral objectives for the training and development program. The second step in the process is to design the training program. This includes the development of the overall course structure, media, and learning methodology to be utilized in the training program. Step three in the instructional design process is to create and produce the actual training program materials and instructional aids. Step four is to implement the training program within the organization. The fifth and final step is to evaluate the effectiveness of the training and development program. Once the evaluation is complete, recommendations can be developed for improving the original design of the training and development program (Smith Training & Development, 1999).

The training needs assessment process is one of the most important aspects of managing the training and development function within an organization. It is the process which analyzes and documents the developmental needs of the employees within an organization. The needs of new employees are directly connected to an organization's overall career development planning and programming. Staff development that is inquiry-based, places the practitioners (instructors) at the heart of the training process. Training should

be based on current, not traditional needs. Active involvement in the training and development planning process, by those involved, is crucial to the effectiveness of the procedure (King, 1998).

The staff orientation and training effectiveness should be aligned to a program's strategic plan. Training for new staff and new training for existing staff should be paired with the strategic plan to evaluate its alignment with the company's goals (Chaudron, 1996, p. 11).

For over 20 years, the Community College of Allegheny County, Pennsylvania, has been committed to the business community and other external stakeholders by working closely with area businesses, industry, professional organizations, and government agencies to develop and deliver effective education and training programs. The reason for this commitment is to build public/private partnerships that promote economic development and improve the quality of life in the region through education and training.

Customized training and development of employees is necessary because of the rapidly-changing needs of the community. Training experiences are tailored to current trends and organizational mission. Training and development of staff must be immediate and continuous. Location of training activities should be where the most meaning is available, such as a job site or at community-based organization. This value is applied to internal community college stakeholders, who need to be trained and developed to respond to current business trends, changes in legislation that effect productivity focus, and

interrelationships that foster success (CCAC Workforce Training & Development Team, 1998).

Harvard University (1996), in a conference for professional development for educators, emphasized the need for training and development activities to be focused on the human resource's side. Educators need to recognize the value in forming relationships and collaborations. Industry must be ready to join the institutions of higher education. Higher education employees must be trained and developed to respond to industry needs. Harvard University noted the trend to focus on technology training, rather than people.

It is important that training programs focus on the human element in teaching and learning, as education is a human endeavor. Human resource development and the training of educators as leaders may provide the answer to the question of how institutions of higher learning can communicate effectively with the technology focus of business and industry (Harvard University, 1996).

Training and development encompasses not only the practical success skills, but also the behavioral change programming needed to merge individual goals and values with those of the organization. An institution must view training and development as "change agents" if it plans to benefit from the time and resources required to be successful in enhancing the quality of work life and professional growth (Ginsburg, 1993, P. 78).

The University of San Francisco program for orientating and training new staff is recognized as outstanding in the profession

(1997). Several members of the College and University Personnel Administrators organization recommended this program as an excellent model. All employees must participate in a rigorous orientation program. The orientation begins on the first day of employment with a welcome packet waiting on the employee's desk. During that first day new staff are introduced to all members of their new department, are given a tour of the department, fill out all personnel papers, fringe benefits applications, and are taken out for lunch at an on-campus restaurant (University of San francisco, 1997).

During their first week, orientation is ongoing and covers a broader range of information. New staff are introduced to other department staff members and administrators with whom they will have the most contact. The new staff review the goals and responsibilities of their positions and how their job fits the mission of the organization. Finally, the new staff member is encouraged to attend monthly follow-up sessions to share more information about the college, ask questions and become better acquainted with the organizational culture.

Summary

Human resources development is an essential component of the success and continued success of an organization. It is every employee's responsibility to seek professional development, as it applies to the success of their organization and to their personal growth. It is every organization's responsibility to establish effective professional development programs for their employees. If

every employee can develop a sense of leadership and responsibility for their organization, success is inevitable.

An effective training and development program can be the first step in helping all employees to be effective leaders through a thorough knowledge of the program's mission, vision, values, and operational plan. The assessment of current organizational practices in training and development of employees is the first step in implementing an effective training program. An assessment instrument that addresses all of the components of an effective training and development program may be used in this process.

Chapter 3

METHODOLOGY AND PROCEDURES

Problem Solving Methodology

The problem solving methodology used in this study was evaluation. The evaluation methodology was used because an organized, structural procedure was needed to evaluate the training and development (T&D) process for the basic education (B.E.) staff at Nicolet Area Technical College (NATC). The worth of the training and development process was in question and was compared to a set of established criteria that identified excellent T&D practices. The study determined if a discrepancy existed between the established criteria for excellent training and development programs and the program being evaluated.

Procedures

Five procedures were used to complete this evaluation practicum. First, a review of literature concerning staff training and development was conducted. The literature review included studies related to successful programs that prepare and reinforce staff for effective contribution to their workplace, particularly in benchmark programs at other institutions of higher education. In reviewing established practices, the committee researched what other Wisconsin Technical College System (WTCS) districts consider for appropriate training and development programs and incorporated this data with relevant benchmark studies, in general. This step provided the

information to establish the criteria for assessing the worth of the current staff orientation program at NATC's B.E. program.

Second, during the month of March, 1999, a training and development evaluation committee was established and held four meetings. During those meetings this committee established and reviewed the criteria for determining what components were required for an effective staff training and development program at NATC. The committee established the criteria by considering the following general themes: (a) the critical issues to be addressed on an employee's first hours in their assignment to provide a sense of membership, including introductions to other staff; (b) orientation to organization's facilities, including important offices that affect employee's responsibilities; (c) when, and to what extent does the employee receive a review of department/organization strategic plans, mission, vision, project plans, and time lines for accomplishment; (d) the training and development program needs to address human resource issues, including all district policies; (e) the training and development program application to employees working in remote outreach learning centers and to those working on the main college campus; (f) training and development inclusion of emergency procedures, including technology assistance guidelines.

Evaluation Committee

The training and development evaluation committee consisted of three basic education instructors, a member of the Teaching, Curriculum, and Instructional Resources (TCIR) standing committee, the

basic education counselor, and the director of basic education programs at NATC (Appendix A). Five components considered by the training and development evaluation committee, as reinforcement to the criteria for evaluating a staff training and development program were: Quality of training and development components, efficiency of training process, improved service to customers through staff training and development, opportunity to advance the institution through staff orientation to the strategic plan, and the positive impact of staff training on department program operations and goals for continued improvement.

Data Collection

Third, the training and development evaluation committee met during the third and fourth week of March, 1999, to collect data concerning the components of the current staff training and development process at NATC. The following documents were considered in this study: (a) a history on staffing issues at NATC was studied by reviewing minutes from the College Council Organizational Review Team's Functional Analysis on human resources at NATC; (b) the NATC Strategic Action Plan Goal 4-1 (Quality, Efficiency, and Culture of the Organization: Systems, Stewardship, Service for Human Resources Systems for Staffing) was reviewed to address current systems for training and development; (c) minutes from NATC's Human, Financial, and Physical Resources (HFPR) standing committee were reviewed to identify current hiring and staffing policies and procedures and key points in training measures for staff; (d) a study of the current

agreement between NATC and the three collective bargaining units in the organization, which address professional development, promotions, transfers, layoff's, and terminations; and (e) the current training and development components for basic education staff (Appendix B).

A listing of each of these NATC components, determined to be significant to the training and development evaluation study, were included in the document used in the evaluation process. The document was divided into general time lines that included specific training and development criteria that should be completed. For example, certain training components are critical during the first hours and days of a new employee's arrival on the job. Responsibility for completing each component was indicated in a column indicating the position or positions with authority. A completion date was determined to be necessary for ensuring that the training and development segment would be accomplished at the appropriate time. The committee evaluated the validity of the critical attributes that should be included in an effective training and development process. This process was completed during the discussion meetings through committee member responses to the criteria components that applied to the recommendations established in the research.

Fourth, following a data analysis of current practices and policies for human resources development at NATC, the training and development evaluation committee met during the first week of April, 1999, to compare current T&D practices at NATC's B.E. program with the criteria established for excellent training and development programs.

A comparison-study document matrix (Appendix C) was created to show the comparison format that identified areas crucial for category comparison. The matrix provided the format for listing training and development performance standards and measurable outcomes for comparison between the validation criteria and current practice components of training and development of new employees in the B.E. program.

A check list column was established to compare each criteria component to actual training and development practice components in the B.E. department. Check marks (✓) in the right column indicated if the B.E. program had established T&D components that met the criteria and standards established for effective T&D programs (Appendix C). If a section was not checked, the program had not met the criteria.

Fifth, the training and development evaluation committee members had a copy of the employee training and development program evaluation instrument and a listing of the components in the B.E. department's new employee training and development program. Through a system of reading each component in the criteria for T&D in the evaluation instrument and then comparing each criteria to the categories in the B.E. department's T&D process, the evaluation committee members conducted a comprehensive evaluation of Basic Education's training and development process.

The members of the training and development evaluation committee presented their findings regarding the comparison between the current B.E. staff training components and the criteria established for an

effective staff training process to the basic education staff at a scheduled meeting on April 16, 1999. The training and development evaluation committee presented the data that was recognized as criteria for an effective B.E. staff training process and compared the data to the components of the existing B.E. staff training and development process.

Decisions

The evaluation committee, from an institutional advancement and instructional perspective, verified that the established criteria components could be effectively compared to the training and development process for staff in the basic education program. The committee's evaluation was used to determine if the current staff training and development process should continue as it is established, change the process to meet criteria established by the evaluation committee, or be eliminated.

Assumptions

For this practicum, it was assumed that the training and development evaluation committee had sufficient background information on the scope of the basic education program to successfully provide a comprehensive training and development evaluation. Further, it was assumed that the established criteria for the best training and development product was flexible enough to address programs for staff who work off-campus in remote outreach learning centers and those who work on the main campus. It was assumed that annual changes in program operation were considered in establishing the criteria for

evaluating the current basic education training and development process.

Limitations

The evaluation product was limited in that it was utilized through consideration of currently employed staff and not on future need. It was limited in the fact that the criteria for evaluating the current training and development process was based on existing standards and current needs of the program. It was limited in that the training and development process may require future modification, pending institutional changes and laws regulating operational guidelines. Such guidelines are driven by the college's strategic plan, the State Client Reporting System and the Wisconsin Technical College System Board (WTCSB) policies and procedures.

Chapter 4

RESULTS

A evaluation study was conducted by a training and development evaluation committee to assess the worth of Nicolet Area Technical College's (NATC) current Basic Education (B.E.) orientation program. The study determined that a discrepancy existed between the established criteria for excellent training and development programs and the program being evaluated. Five procedures were used to complete this evaluation project.

Research

First, a literature review concerning effective staff training and development programs was conducted. The review resulted in study data that included successful programs that prepare and reinforce staff for effective contribution to their workplace, particularly in benchmark programs at other institutions of higher education. The effective components of the benchmark studies were used to establish the criteria that was used to evaluate the current orientation program at NATC's B.E. program. The literature review resulted in the understanding that training and development programs for staff are crucial for program success.

Criteria

Second, a training and development evaluation committee was established and met four times, which resulted in the established criteria for effective training and development programs. The criteria was included in the evaluation instrument that was used to

evaluate the current training and development program for NATC's B.E. program. The committee subsequently agreed that five additional components were determined to be reinforcement to the established criteria for effective training and development programs.

Data Collection

Third, the training and development evaluation committee held additional meetings to collect data concerning components of the current staff training and development process at NATC, particularly in the B.E. department. The data collection component resulted in a history of orientation practices at NATC, information regarding current policies and practices of hiring and training new employees, and what professional development practices exist for staff at NATC. A program evaluation instrument was completed as a result of compiling the components that were considered to be significant to the training and development (T&D) study. The evaluation instrument was refined to designate time lines for specific training component deadlines.

Evaluation Instrument

Fourth, the evaluation committee met as a group to establish the evaluation instrument for the B.E. orientation process, as compared to established best practices (Appendix C). The comparison study document matrix provided the format for listing training and development performance standards and measurable outcomes for comparison between the validation criteria and current practice components of training and development of new employees in the B.E. program. The committee members agreed that the document was lengthy,

yet needed to be comprehensive enough to address all components of and employee's orientation and training needs. Check marks (✓) in the right column indicated if the B.E. program had established T&D components that met the criteria and standards established for effective T&D programs.

Data Analysis and Results

Fifth, the comparison study was conducted by the evaluation committee, which resulted in the analysis of the value placed on current training practices in the B.E. program process. The results of the program evaluation study were presented to the B.E. staff at a scheduled meeting on April 16, 1999. Through a review of the criteria established for determining the effectiveness of the T&D process for the B.E. program, the evaluation committee's research had the following results: (a) the critical issues to be addressed on an employee's first hours in their assignment, including introductions to other staff, were not being addressed, as new employees were immediately assigned duties and rarely worked with a mentor; (b) orientation to the organization's facilities was not being conducted for new staff. Many new staff found their way to district offices to establish necessary connections to payroll, insurance, certification, and personnel issues, as needed; (c) new staff did not receive timely review of the college's and B.E. mission statement, strategic plans, and time lines for goal accomplishment, until subsequent, monthly-scheduled staff meetings; (d) new staff did not receive information regarding human resource issues until situations warranted the

connection with the human resources department; (e) new instructors were not oriented to the outreach environment prior to their assignment at the location; (f) new staff were not oriented on emergency procedures, including fire-safety instructions.

The completed evaluation process resulted in a significant number of areas on the program evaluation instrument where checks marks were not indicated to show effective T&D components. The evaluation committee's analysis of the evaluation resulted in the recommendation to determine if the current staff training and development process should continue as it was established, change the process to meet criteria established, or be eliminated.

CHAPTER 5

Discussion

Nicolet Area Technical College's (NATC) Basic Education (B.E.) Program needed to conduct an evaluation of its training and development process to determine if a system was in place to effectively orient, train, and develop its staff. A survey of staff at NATC and in the Adult Basic Education program indicated that a majority of respondents rated staff training and development, as part of the district human resource areas, as necessary for effective staff utilization.

It was expected that an evaluation of the current employee training and development process would indicate weaknesses in preparing new staff for fulfilling the duties and strategic plan of the B.E. program. The results of this study confirmed that while training and development programs are crucial to program success, many institutions of higher education, including NATC, do not have effective training and development programs in place. Training must be extensive, on-going, and scheduled to the needs of the employee, rather than for the convenience of the human resources department.

Training and development of staff must be conducted by a variety of individuals who are well-oriented in the training components. The anticipated benefits of a staff training and development evaluation was that a recommendation could be made by the basic education staff to establish an improved process for training staff in the B.E. program.

The strategic plan of NATC, including the mission, vision, and values, provides the structure of shared governance in the B.E. program and in the total operation of the college. To effectively respond to the strategic plan and its goals, all B.E. staff must be knowledgeable of the philosophy of the college. Effective training and development should provide the new B.E. employee with an overview of the program's charge. Strong training and development may increase staff effectiveness as an integral part of the educational process and provide for effective human resource development in all B.E. staff.

Conclusions

The evaluation instrument, including the criteria necessary for an effective training and development process, provided the necessary components to conduct an evaluation on the T&D process at NATC's B.E. program. The research question, "Compared to established criteria for excellent staff training and development programs, what strengths and weaknesses exist in the current training and development process for Basic Education staff at NATC?", was answered through the staff training and development evaluation instrument exercise.

The weaknesses that were identified were in the short-term, immediate orientation components that were established in the criteria. Extensive training in the college's mission, vision, and strategic plans was not evident in the evaluation. Strengths in the B.E. T&D process were found in the areas of work-oriented information and training. New staff were sufficiently trained in instructional and client reporting compliance areas.

The result of the training and development evaluation exercise led to the conclusion that NATC, including the B.E. department, does not have a clear training and development process for employees. The current process is a brief orientation that is recommended, yet no staff member has been designated to conduct the orientation. Strategic plans that refer to staff training and development do not have designated leaders to create and follow through on action plans.

Effective development of new staff members is necessary to provide an increased awareness of the mission, vision, and basic education plan for serving adults in the basic education department in the Nicolet district. New employee development includes the formal and informal systems that result in new employee success, based on established performance standards, new employee retention, and positive integration into the college culture. New employee development taps into the strength of the college staff who participate in the process of and share responsibility for the new employee's success.

The mission of the program is to serve adults in basic education and prepare them for further education and employment. Effective orientation to this mission could strengthen staff human resources, program success, and the eventual increase in college enrollment through the referral process. An evaluation of the current training and development process may result in a recommendation to improve the process, which would benefit the institution by preparing staff for

increased capability to serve the institution according to the strategic plan.

Through a comprehensive staff training and development evaluation, weakness in staff preparation can be identified. Corrections can be made to the training and development process which will prepare instructors for accurate client reporting, increasing FTE's, save the institution time and money, and enhance the possibility of continued grant and local funding sources critical for program operation. The educational process can be improved through an evaluation of how instructors approach the process and what needs to be improved to enhance the value of educational offerings.

Implications

Through the use of an established staff training and development instrument, information was gathered to determine the value of current practices in training new staff in the B.E. program. Analysis of the comparison between established criteria for effective training and development components and current practices of training staff provided data to understand apparent gaps in expected staff performance and what staff actually were trained to incorporate in their work. Extensive training and development is necessary for staff orientation and effectiveness in the organization. Instructors who have had initial training and development may be more likely to remain on staff than those who do not. The reason for this is that staff who receive effective training may develop a closer identification with the organization than those who do not feel connected through a

welcome and informational process. Employees who have effective training and development may be more likely to identify with the organization. Longevity of staff may provide greater program stability and productivity.

With less new staff being hired, more time and effort needs to be spent on training and development than on non-FTE-generating activities. Human resource development is dependent upon established training and development program effectiveness. Orientation to the program's instructional components will allow instructors to immediately begin work without hesitation or confusion. Accurate client reporting will result in positive recognition from the WTCSB with regard to annual reports. Knowledgeable instructors may be more successful in recruitment and retention of clients than are insecure and uninformed instructors. Student retention results in increased FTE's and graduates from the college's programs.

Recommendations

It was recommended that the evaluation tool be utilized through the department of human resources to assess all aspects of new employee training and development. The process could be further used to evaluate information, delivery of program services, departmental presentations to the college, and future program planning.

Dissemination could be through the Teaching, Curriculum, and Instructional Resources standing committee of the college governance process. It was recommended that further research be conducted on training and development evaluation instruments, which could be used

to develop other interventions or program areas, as needed. It was recommended that the training and development evaluation process be used to develop specific evaluation standards that determine program success. This process could be conducted through the governance committee on self-study and program improvement.

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APPENDIXES

Appendix A

Training and Development Evaluation Committee

All members of the committee are full-time employees with five or more years experience working in the area of concern.

- Three Basic Education instructors were selected for the committee. Each instructor has had teaching experience at the main campus and at outreach centers. This is important in providing input for the similarities and differences between the two instructional areas.
- A member of the Teaching, Curriculum, and Instructional Resources committee was selected because of the need for all program procedures to be approved by that committee. This member has considerable knowledge of the basic education program.
- The basic education counselor was selected, based on the counselor's connection with all instructional staff training activities for serving students and in following program requirements.
- The director of basic education was chosen as a member of this committee, based on expertise in the area of program orientation, leadership, and staff performance requirements at NATC.

Appendix B

Basic Education Training and Development Process at NATC

TRAINING COMPONENTS STAFF MEMBER NAME: _____	BY WHOM D = director C = cluster coordinator A = all staff	COMPLETED DATE
Provide work hours/schedule/location of office/desk	B.E. Director/cluster coordinator	
Bookstore ordering procedures	cluster leader	
Provide curriculum/course outlines	cluster coordinator	
Assign computer, install, E-mail address/password/printer access	Computer Information Technology (CIT) group	
Review funding source compliance (grants, local dollars, time cards)	Director	
Provide keys	Cluster Coordinator	
Tour of campus, orientation to important offices, introduction to staff	Director, HRD, Coordinator	
New employee is brought to office area and introduced to coworkers and personnel	Cluster Coordinator	
New employee name tag ordered	Director/ Administrative Assistant	
Orientation to B.E. Department policies and procedures decision-making process new employee's first responsibilities new employee's basic assignment and location reviewed and explained tour of new location/worksite performance appraisal process professional development process student records access system Salary Time card submission requirements	Director/Coordinator	
Client Reporting Issues: Grant guidelines compliance Student enrollment data (forms) Student termination data student grading system/credit hours	Cluster Coordinator B.E. Director	

Appendix C

Training and Development Evaluation Instrument

Matrix comparison of New Employee Development Process Criteria and Current Practice in the Basic Education Program: ✓ indicates compliance with criteria

First two weeks on the job

Criteria for T & D	BY WHOM	✓ = BASIC ED
Discuss with new employee, Nicolet College culture, governance structure, organization.	Director of B.E./ Cluster Coordinator	
Provide work hours/schedule/location of office/desk	B.E. Director/cluster coordinator	✓
Assess software/PC expertise	Office Technology User Group (OTUG) survey	
Provide curriculum/course outlines	cluster coordinator	✓
Bookstore ordering procedures	cluster leader	✓
Assign computer, install, E-mail address/password/printer access	Computer Information Technology (CIT) group	
Explain budget process	Director	
Review funding source compliance (grants, local dollars, time cards)	Director	✓
Provide keys	Cluster coordinator	✓
Provide and review a packet (for employee new to the Nicolet district) that describes community: cultural attractions, tours, library, banks, parks, post office, telephone company, city hall, hospital/clinics, religious institutions, groceries, malls, restaurants, DMV, utilities, hair salons, laundry/dry cleaners, etc	Human Resources department	
Assign a mentor for orientation	cluster coordinator	
Tour of campus, orientation to important offices, introduction to staff	Mentor, HR, supervisor	
New employee is brought to office area and introduced to coworkers and personnel	cluster coordinator	
Department overview: department history and organization department strategic plans, annual projects, time lines		✓

(Appendix continues)

Criteria for T & D	BY WHOM	✓ = BASIC ED
departmental policies and procedures department meeting schedule decision-making process new employee's first responsibilities, projects performance appraisal process internal communications filing system after hours support (access, security)	All staff	✓ ✓ ✓ ✓
Introduce new employee to help desk and available computer support staff	administrative assistant	
□ Meetings with key staff people to: Find out pay schedules find out how to get bills paid find out how to get travel advances find out how to apply for travel activity	All staff	
□ Training: ➨ on desktop PC orientation ➨ on phone usage and phone mail ➨ on facility-related issues ➪ work orders ➪ parking lots/regulations ➪ mail, asset protection ➪ security on campus ➪ on budget and other AS/400 applications	appropriate faculty	
➨ on library-related issues how to use library resources tour of ITV library how to obtain AV equipment (VCRs/projectors) website orientation ➨ on multimedia aids ➨ for WIDS curriculum development ➨ for issues with SNSP students		
□ in-depth review of policy and procedures manual	cluster assistant	
□ in-depth review of faculty handbook	cluster assistant	
□ contact administrative services assistant for certification issues	cluster assistant	

(Appendix continues)

Criteria for T & D	BY WHOM	✓ = BASIC ED
☐ other training or professional development (to be determined) ➨ Teamwork ➨ Seven Habits training ➨ cultural diversity ➨ certification courses available on campus ➨ software/multimedia ➨ Critical thinking ➨ health and safety training	cluster members and specific department individuals responsible for areas noted, e.g., Facilities, Department for Work Orders, CIT, OTUG, Etc.	
☐ Meet with mentor: Solicit questions/concerns in confidence. Inquire about status of orientation and adjustment of new employee.	Mentor	

Within First Month of Employment

Criteria for T & D	BY WHOM	✓ = BASIC ED
☐ Attend cluster meeting for each instructional area (based on scheduling) ☐ Attend one or more governance meeting		
Introductions and comments by Vice Presidents and Governance leaders ☐ brief overview of each area of responsibility ☐ What is governance and how does it work? ☐ Who serves on governance? ☐ What does governance do? ☐ Opportunities for getting involved		

Ongoing

Criteria for T & D	BY WHOM	✓ = BASIC ED
Mentor meetings ☐ Nicolet culture from a personal perspective ☐ How organization evolved and significant historic events that make Nicolet what it is ☐ Campus events ☐ Staff roles and governance expectations		
Wellness ☐ Fitness Center ☐ Health Fair ☐ Employee Assistance Program ☐ Other programs as offered	Human Resources	
☐ Professional Development Opportunities ☐ Scheduled meetings with supervisor to review training and development process; answer questions and consider suggestions for improvement	As determined by supervisor, B.E. cluster leader, or employee	✓